

That's Quality! Universities 2019

Wednesday 17th and Thursday 18th July
West Park Conference Centre



@sparqs_Scotland
#TQ19uni

Welcome, housekeeping and getting started



- Toilets
- Fire alarm
- Accommodation & food
- sparqs staff – Hannah, Stef and Simon
- Emergencies - 07966 104056 (Hannah Clarke) & 07815 938966 (Simon Varwell)
- Online module
- Handbook and evaluation form (please fill in first section now)



@sparqs_Scotland
#TQ19uni


Introductions!

- Who are you and which institution are you from?
- What you are hoping to get out of the next couple of days?



What is a quality student experience?

With Dr Ailsa Crum
Head of Quality and Enhancement
QAA Scotland



For us, X University is everything a university should be. It's a centre of knowledge, where students come to learn, researchers come to discover and teachers come to share. Above all, it's somewhere you can belong – a community to join, with a collection of colleges that offer close-knit support and a proud identity.

Here at University Y, our mission is to transform lives and inspire change. We have exciting, industry-relevant courses, excellent and passionate lecturers, and a brand new campus. In short, we care about making sure you have all the support you need at this important stage of your life.





Assurance vs. Enhancement

Assurance

Quality assurance is the process for checking that the standards and quality of higher education provision meet agreed expectations.

Enhancement

Taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students. ([QAA Scotland, ELIR 4 Handbook 2017](#)).



What activities are students involved in that assure/enhance quality in universities?





**Internal/
Programme
Reviews**

**Module/course
evaluations**

**Enhancement
Themes**

**Student-led
Teaching
Awards**

**Programme
Approval**

**External reviews
(Enhancement-
led Institutional
Review)**

**Annual
monitoring and
review**

**Mapping to
the UK Quality
Code**

**Student-staff
liaison
committees**

**Student
surveys**

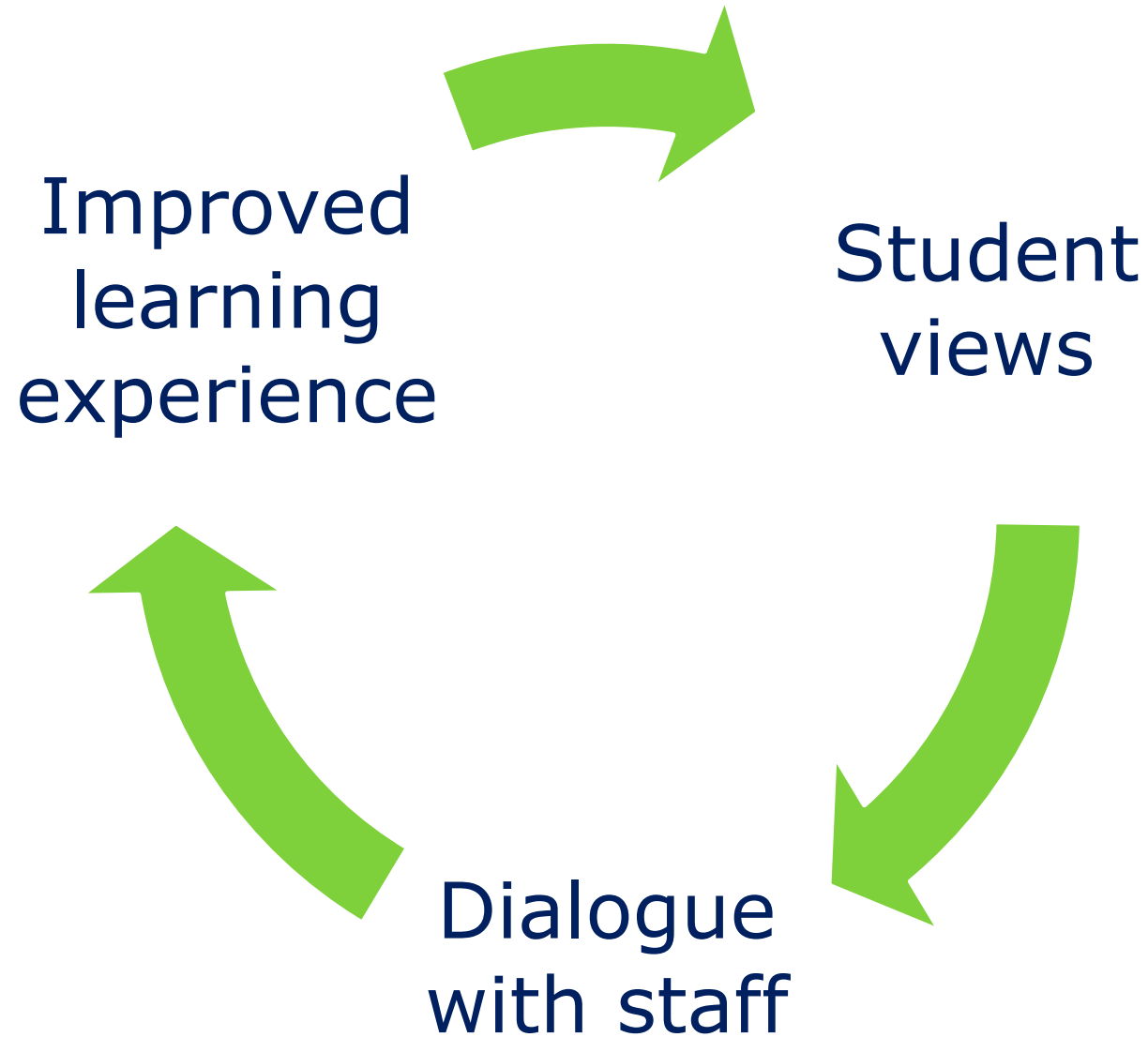


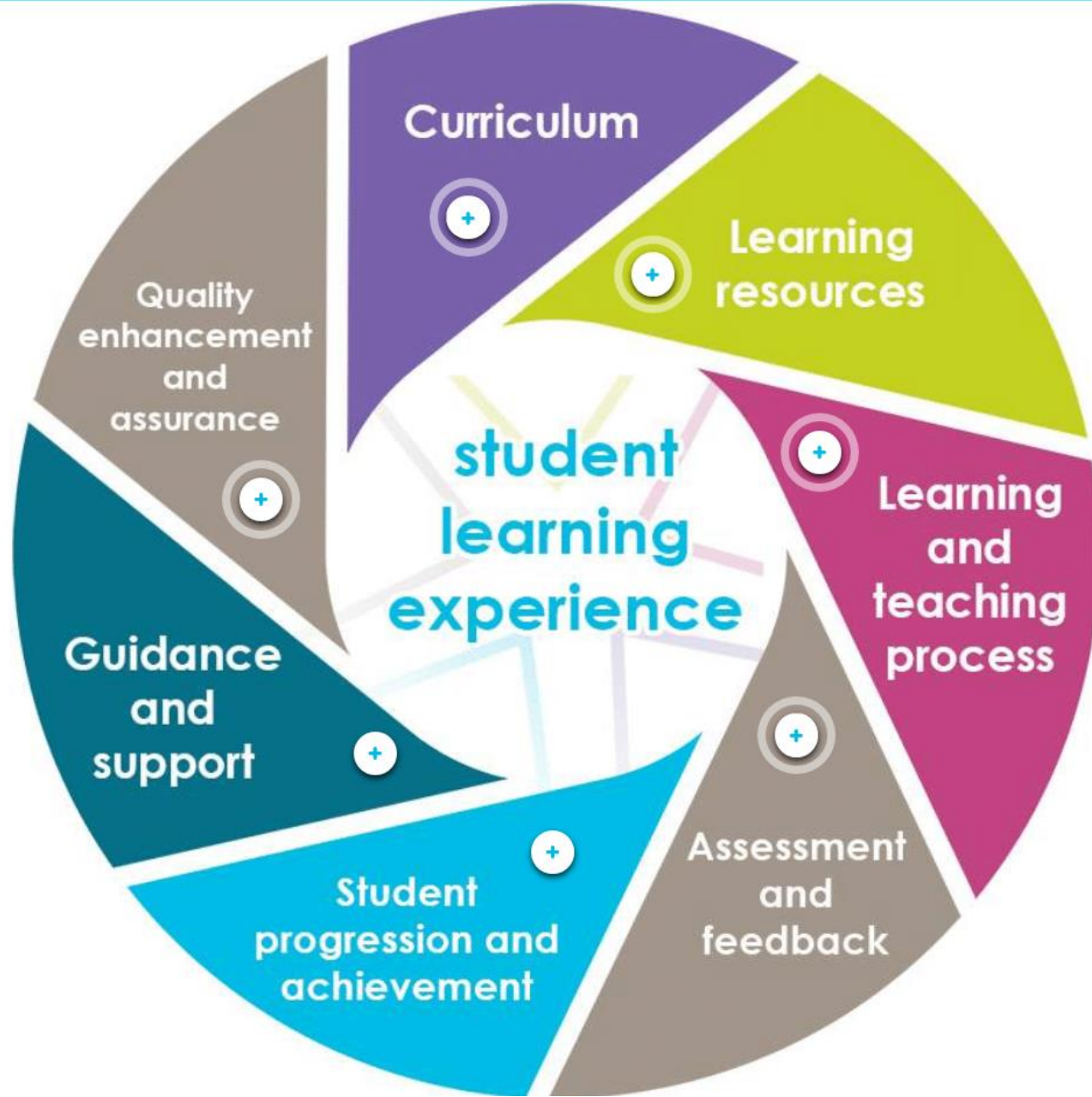
"Where students and staff work together to act on issues raised by this dialogue, quality appears to increase. Students can be engaged at all levels from student academic boards at faculty level to working with staff to develop new and innovative teaching materials.

This approach has, at least at one institution, resulted in an increase in NSS scores for optional questions relating to engagement, but, more significantly, it has enhanced the experience of those students and staff involved. Engaging students and staff in partnership therefore appears to be a key component in successfully enhancing the learning environment".

[\(Millard et al., 2013 as cited in Williams 2016\)](#)







What is partnership?

Simon Varwell

Senior Development Consultant

@sparqs_Scotland
#TQ19uni

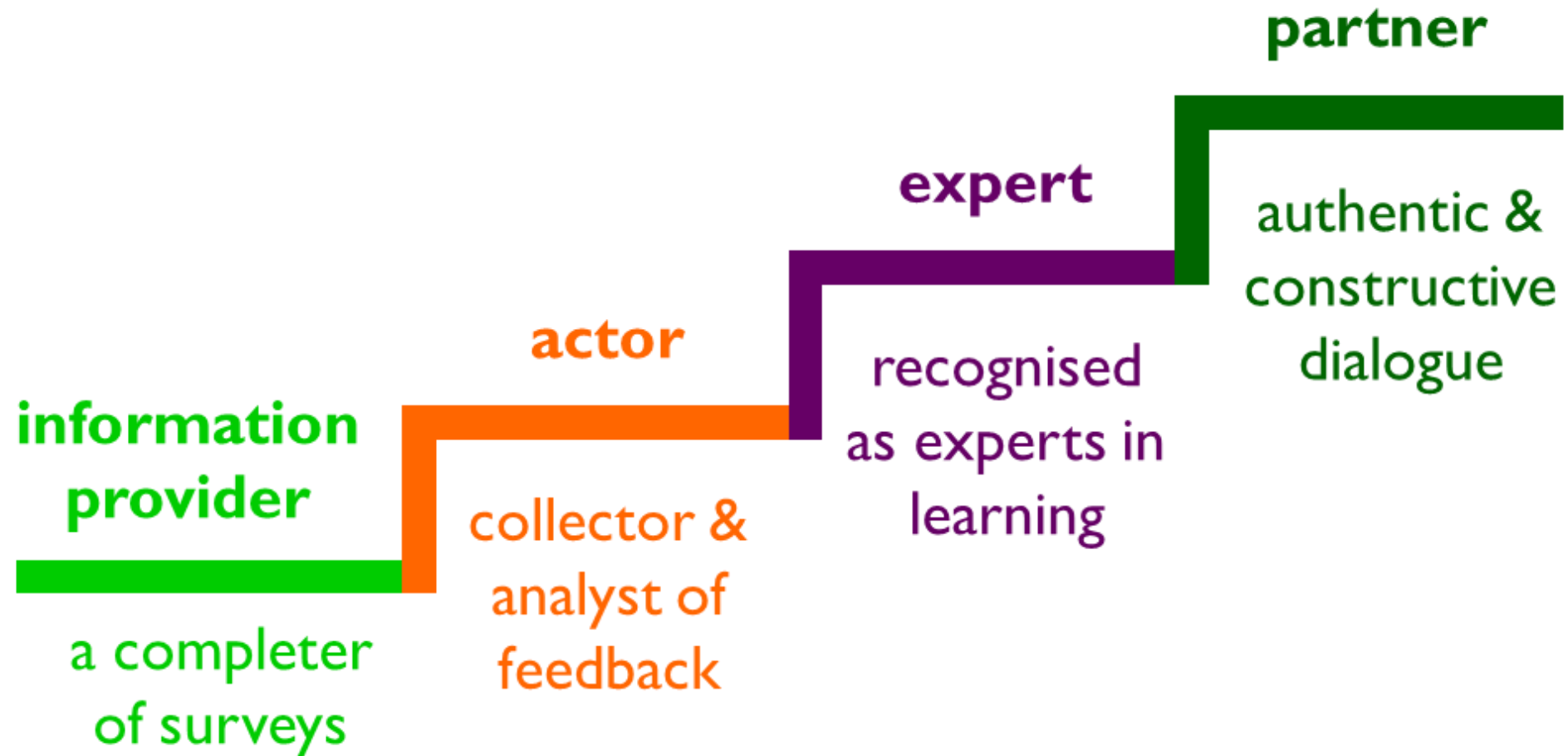


How do students shape the quality of their learning?

Write down on sticky notes as many ways as you can you can think of... You have two minutes!

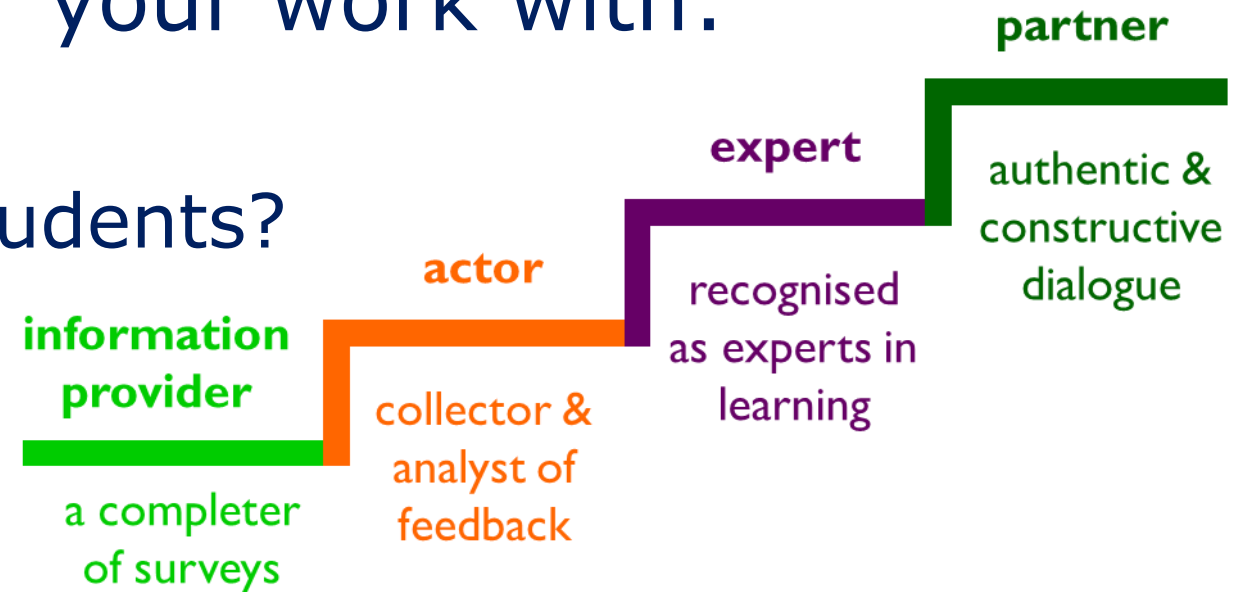


Student partnership staircase



Some considerations

- Is the power dynamic inherent in educational institutions?
- What might this mean for your work with:
 - Other reps?
 - Less-engaged groups of students?
 - University colleagues?



From the Student Engagement Framework for Scotland



“Partnership is a widely accepted concept in Scotland. It is a feature of our quality arrangements and of a wider approach across the sector... In developing partnership with students it is important to recognise the issues relating to perceptions around position, power and influence. The roles of representatives are important in supporting the individual student within large and complex institutions, as are activities which encourage all students to feel part of the partnership. It is important to recognise the different but equally valuable contribution of students.”



@sparqs_Scotland
#TQ19uni

From the Student Engagement Framework for Scotland



“Partnership is a **widely accepted concept** in Scotland. It is a **feature of our quality arrangements and of a wider approach** across the sector... In developing partnership with students it is important to **recognise the issues relating to perceptions around position, power and influence. The roles of representatives are important in supporting the individual student** within large and complex institutions, as are activities which encourage all students to feel part of the partnership. It is important to recognise the **different but equally valuable** contribution of students.”



@sparqs_Scotland
#TQ19uni



Diverse voices; diverse settings: how representative are you?

**@sparqs_Scotland
#TQ19uni**

Who are your students?

Think about the different types of students studying at your institution. Discuss and identify the groups of students you will represent this coming year at your university. Consider mode and method of study, as well as protected characteristics etc.



Some ideas

- Part-time
- Online/distance learning
- International
- (TNE) Transnational education student
- Widening access*
- Care experienced
- Articulating
- Disability
- Mature
- (BAME) Black, Asian and minority ethnic
- Student parent
- Veterans
- Student carer
- BSL users
- Commuting students
- Postgraduate students
- Apprentices



Representing diverse voices

In your groups, choose 3-5 of the different student groups identified:

- Write down some of the potential barriers to engagement for these students;
- What you/the students' association/institution should do to ensure these voices are heard.
- Think about the tools for student engagement we discussed earlier – are they appropriate for these different groups? If not, why not?



Do you know who your reps are?: you cannot manage what you don't measure

Measuring this information will provide an evidence base, as well as providing a benchmark against which future work can be monitored.

See more about sparqs work on monitoring the diversity of course reps [here](#).



Further reading

- [COWA \(Commission on Widening Access\) Second Annual Report](#)
- [SFC Report on Widening Access 2017-18](#)
- [BAME attainment gap in UK universities: #closingthegap](#)
- [Advance HE Equality + higher education: Students statistical report 2018](#)
- [Higher Education Statistics Agency \(HESA\)](#)



I like big data and I cannot lie

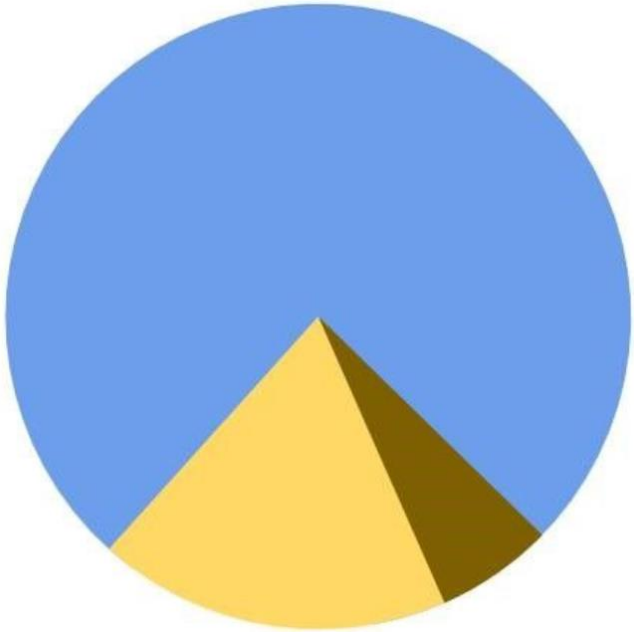
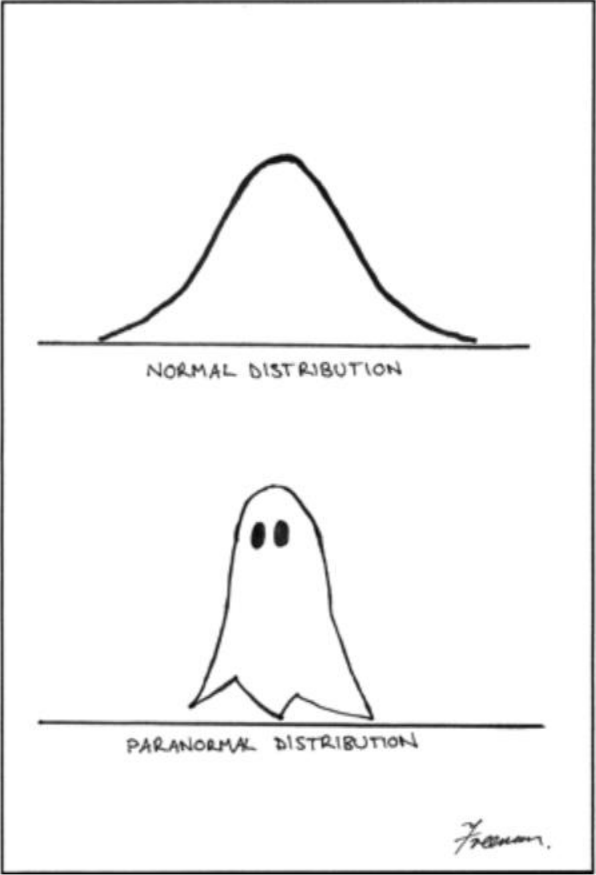
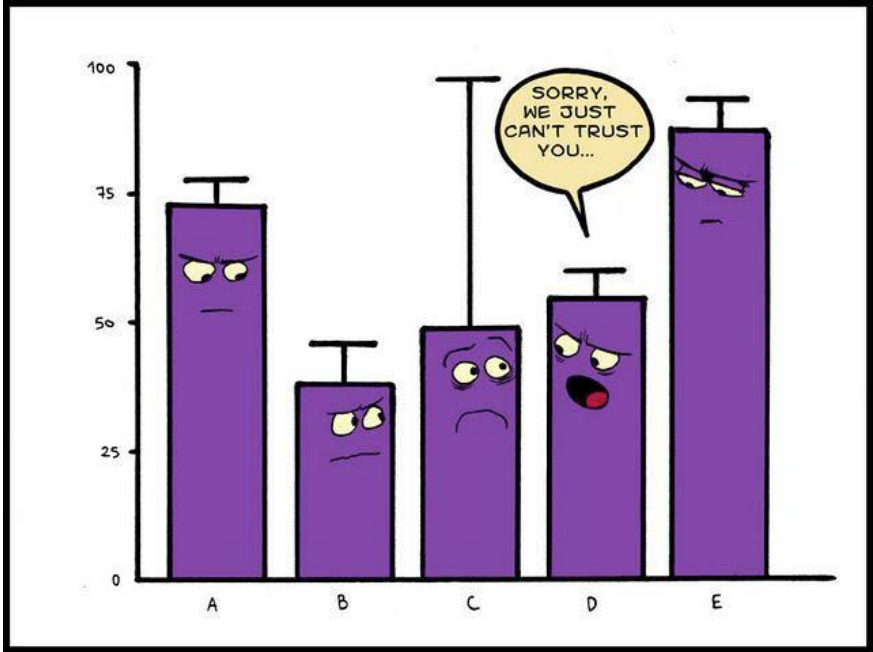
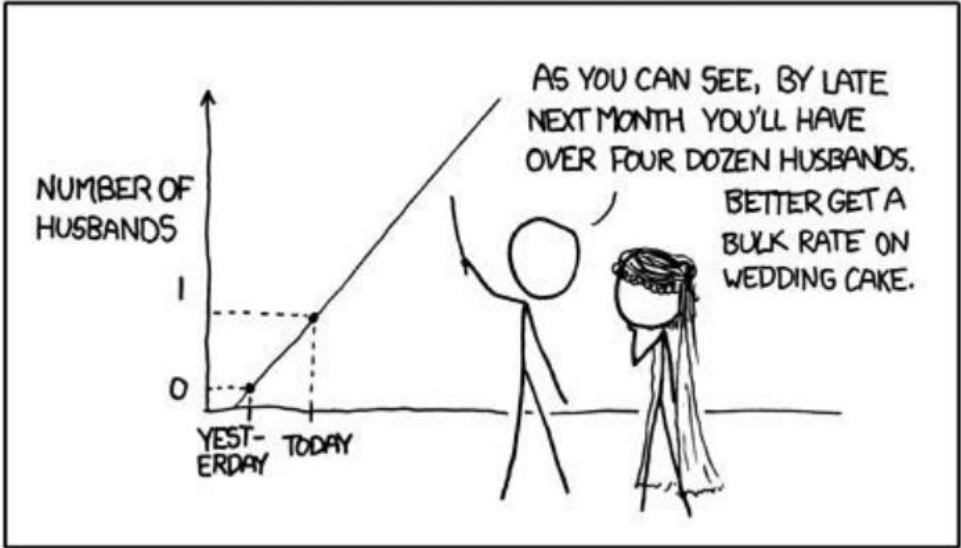
Stef Black

Development Consultant

@sparqs_Scotland
#TQ19uni



sparqs



- Sky
- Sunny side of pyramid
- Shady side of pyramid



@sparqs_Scotland
#TQ19uni

Our data shows that we need more data...

- Quantitative v qualitative
- BIG data
- Benchmarks / sector comparisons
- HESA / SFC publications
- Taught v registered
- “Statistically significant”
- Averages, aggregated, analysis....
- Context
- Visualisation
- Triangulation



Exercise

"Data alone does not give you the answers, it just allows you to ask better questions."



Using quality processes



[@sparqs_Scotland](#)
[#TQ19uni](#)

What is it?

ELIR

Outcome Agreements

Focus On

Enhancement Themes

ILR

Student-led Projects

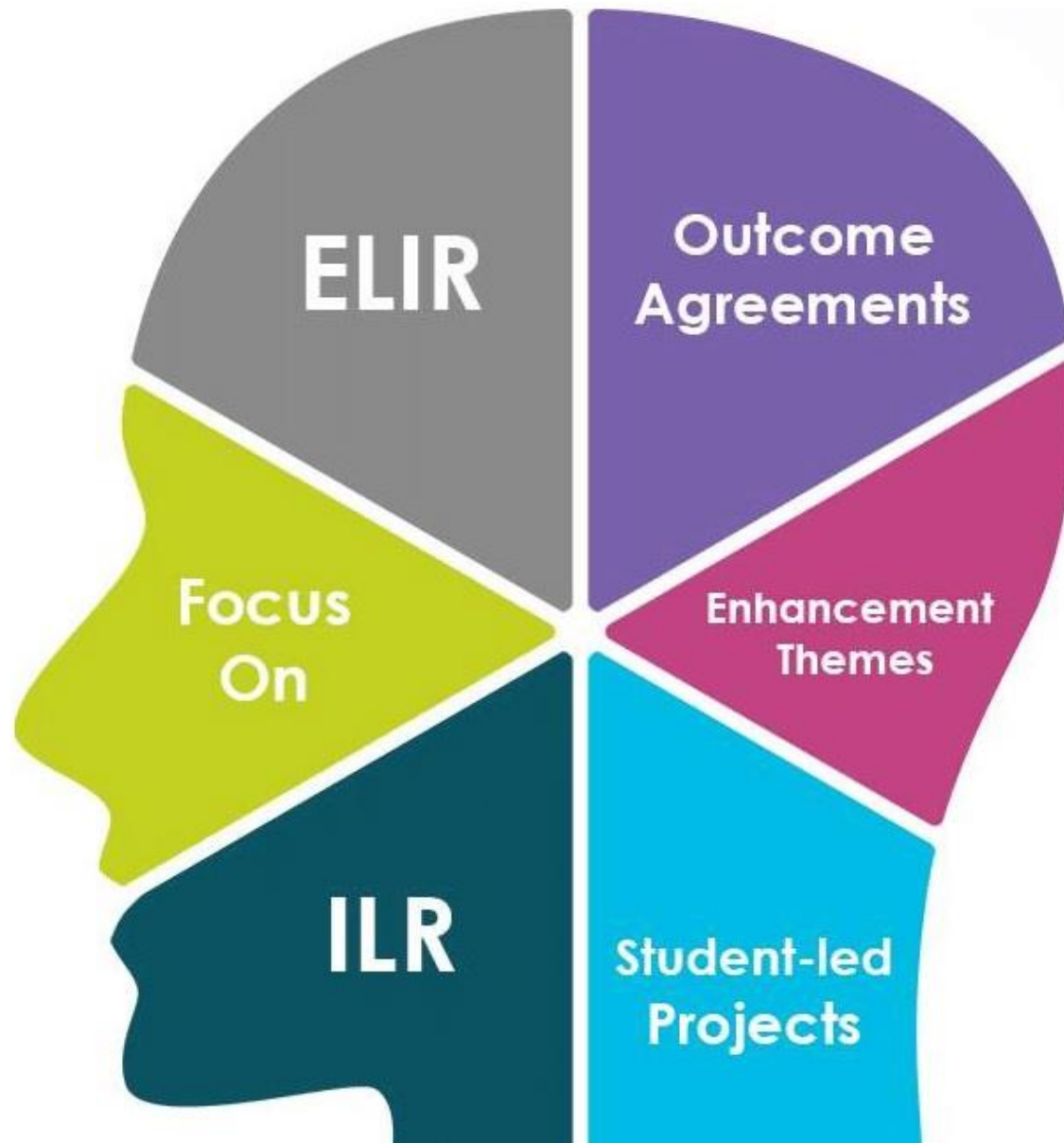
What role should I/the students' association/ordinary students play in this?

How will you use this in your role for change?

Who should I work with at the university?

What should student partnership look like?





Case study

Read through the case study in your groups. Discuss how you would use each quality tool to achieve your manifesto pledges over the next year.



End of day 1

- Thank you for all of your hard work!
- You can now check-in to the accommodation.
- Dinner at 7pm
- Check-out of accommodation tomorrow after breakfast.
- Be back here for 10am tomorrow to start day 2!



Welcome to day 2

Take 5 minutes to write down:

- The thing you most enjoyed; and
- Any questions you have about anything we covered yesterday.



Student voice at a national level: developing a network of education officers

With Liam McCabe
NUS Scotland President



@sparqs_Scotland
#TQ19uni



@sparqs_Scotland
#TQ19uni



Education Officer Network

Purpose: to bring together education officers a few times per year to discuss relevant topics/sector developments.

What do you think?

What topics would you like us to cover?



@sparqs_Scotland
#TQ19uni

Engaging with the Enhancement Theme Student-led project

With Dr William Hasty
Quality and Enhancement Specialist at
QAA Scotland

@sparqs_Scotland
#TQ19uni

Student Mental Wellbeing: A Learning & Teaching Perspective

Stef Black
Development Consultant,

@sparqs_Scotland
#TQ19uni

Background

- Student Mental Health and well-being is one of the most prevalent areas of discussion amongst student officers and institutions;
- From 2007/08 to 2015/16, 47,625 **more** students disclosed a mental health condition;
- 94% of universities have experienced a sharp increase in the number of people trying to access support services, with some institutions noticing a threefold increase;



The project

- Encouraged by 2017 publication '***Embedding mental wellbeing in the curriculum: maximising success in higher education***', (HEA);
- Considered how we could look at wellbeing from a learning and teaching perspective;
- Developments over last year to compliment work by NUS and institutions, and how we can support them, including how we could embed the work into SMHA.



Exercise

- Seven headings relating to the SLE around the room – in pairs/small groups, work your way around as many headings as possible;
- Within each area, there are prompts and questions to think about with regards to student mental health and well-being;
- On **yellow post-its**, capture your answers, solutions, challenges etc. to the questions;
- On **pink post-its**, highlight any area of best practice you are already aware of, either from your own institution or another's.



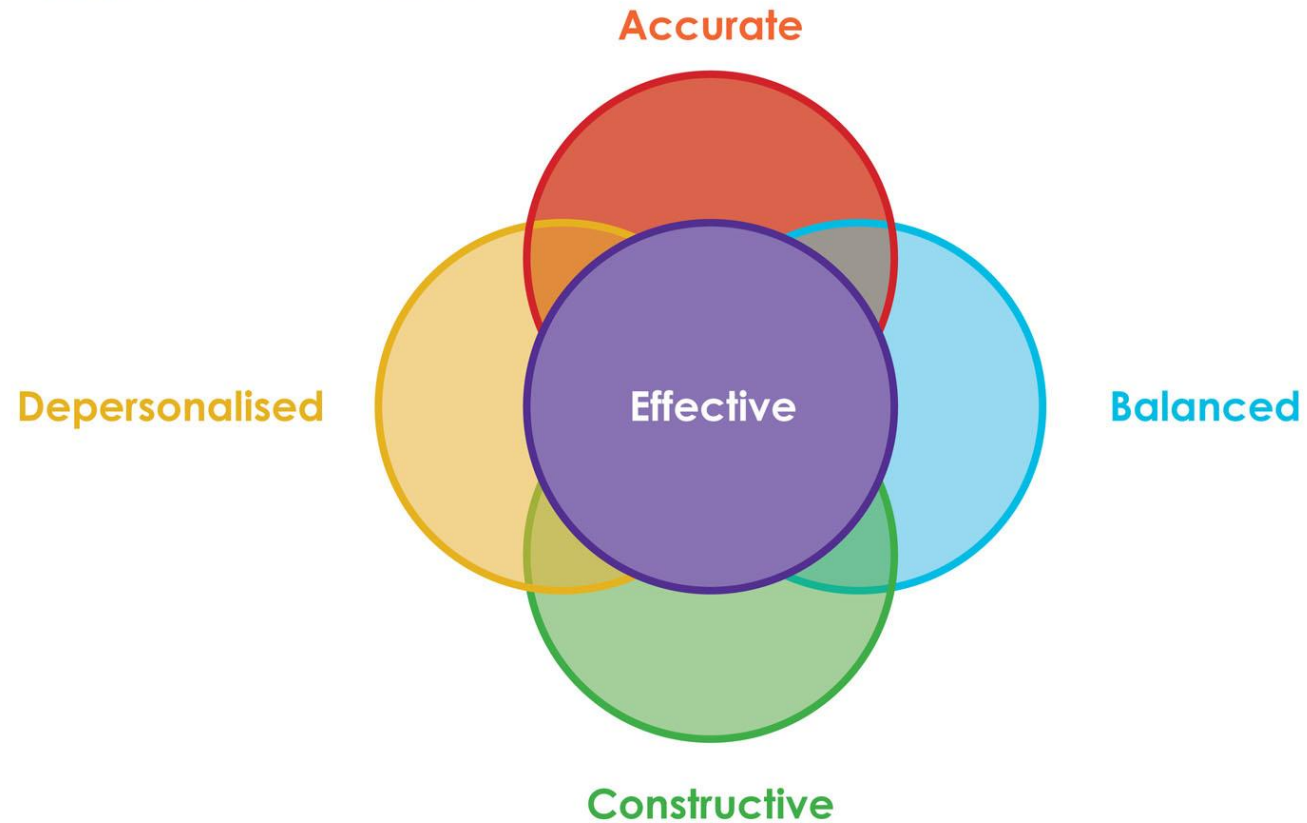
What's next?



@sparqs_Scotland
#TQ19uni

The **A,B,C,D** of Effective Feedback

The A,B,C,D of effective feedback

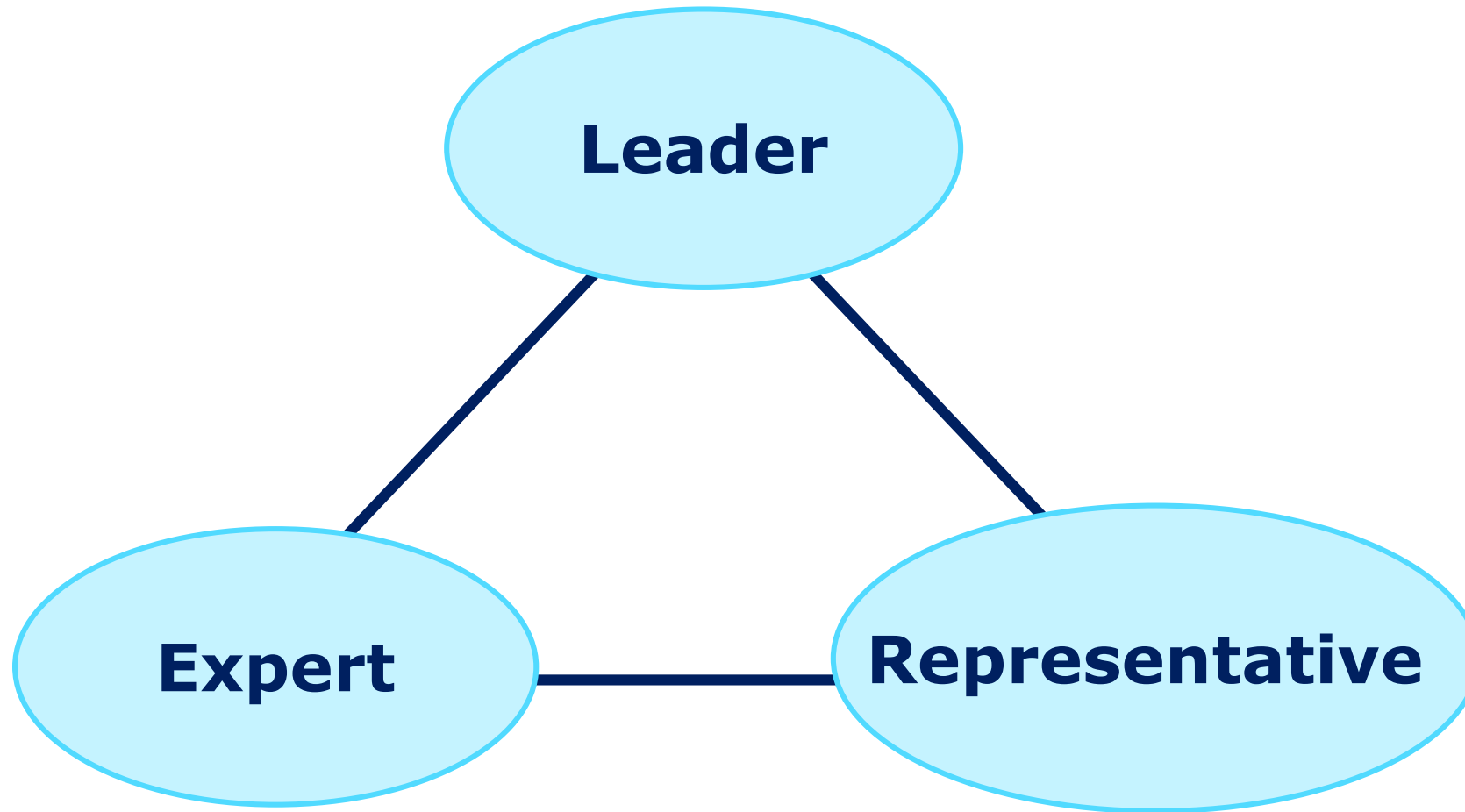


Consider the following statements

- 'Students are experts in their own learning'
- 'Students only know what they want, not what they need'



The role of a student leader



Making Change happen

Consider the following words – what do you understand by these terms in relation to how students might bring about change? What are the pros and cons of each approach

- Customer
- Volunteer
- Campaigner
- Lobbyist
- Partner
- Ambassador



Exercise

- What will be your priorities for change this year – have you considered these in relation to your role as a leader, representative and expert? What else do you need to do before deciding your priorities?
- How can you take these priorities forward using a partnership approach?



Some questions for reflection

- What is the key thing you're taking away from the event?
- What do you want to explore further/do some work on?
- How are you going to do this?
- Who do you need to talk to from within and/or outside your institution?



The end of That's Quality 2019

- Please complete the evaluation form!
- Remember the online module and handbook – these are your resources for the rest of the year.
- Keep in touch with us!

Thank you for participating!

